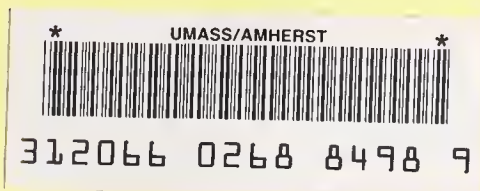


Massachusetts Department of Education



1385 Hancock Street,
Quincy, MA 02169

Briefing Paper:

Classroom Teaching Certificate Categories, Levels and Subject Matter Knowledge

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**BRIEFING PAPER: CLASSROOM TEACHING CERTIFICATE
CATEGORIES, LEVELS AND SUBJECT MATTER KNOWLEDGE**

I. BACKGROUND

A. Purpose of the Joint Task Force on Teacher Preparation

The purpose of the Joint Task Force on Teacher Preparation (JTTP) was to make recommendations to the Board of Regents and the Board of Education to improve teacher education within Massachusetts. The JTTP's final recommendations were compiled in the report Making Teaching a Major Profession (October of 1987) which was subsequently adopted by the Board of Regents and Board of Education (November, 1987). An implementation plan for these recommendations was developed and approved by the boards in April of 1988.

B. Major Recommendations

In its report, the JTTP proposed a new model for teacher preparation which is reflected in a two-stage certification process. At the first, provisional stage of certification, the candidate's undergraduate education would include a bachelor's degree with a liberal arts and sciences or interdisciplinary major. At the second, full stage of certification, the candidate's preparation would include a master's degree with clinical experience acquired during the first five years of teaching.

C. Benefits of The Two-Stage Certification System

The underlying principle for requiring an undergraduate liberal arts and sciences background is that teachers with a background which includes both depth and breadth in subject matter are better decision-makers and problem solvers. These skills are needed to meet the demands of an increasingly diverse student population.¹

1 The National Governor's Association estimates that by 1991, one out of every four students in our schools will be from minority groups, and half of them will - at some time during their schooling - come from single-parent families. One of four students will also live in poverty.

The clinical experience/internship requirement will link pre-service and inservice education by requiring that a candidate be evaluated over time by multiple parties (higher education, public school administrators). At the same time, the two-stage system also requires the Department and the higher education community to make clear distinctions between the focus of the pre-service program leading to provisional certification and the focus of the inservice program leading to full certification. Basic distinctions are:

1. Pre-Service Preparation Program for Provisional Certificate

- ° Addresses minimum knowledge, skills and abilities an entry-year teacher needs to succeed in the classroom;
- ° Emphasizes the acquisition of content-area knowledge;
- ° Includes a major or interdisciplinary major in the liberal arts and sciences;
- ° Refines core curriculum in education at minimum to the equivalent of a college minor;
- ° Reduces the practicum requirement from 300 to a minimum of 150 clock hours.

2. Inservice, Further Preparation for Full Certificate

- ° Addresses advanced knowledge, skills and abilities an experienced teacher needs to acquire the first years on the job;
- ° Emphasizes sequential experiences that move toward more sophisticated uses and wider application of knowledge and skills;
- ° Emphasizes the further acquisition of pedagogical knowledge;
- ° Requires completion of a master's degree;
- ° Emphasizes interdisciplinary master's degree program through the requirement of a minor (4 courses) in a specialized field;
- ° Extends clinical experience offered through the practicum to a clinical internship to support learning on the job and the assessment of competency.

D. Implementation Activities Completed

The regulations defining a liberal arts and sciences or interdisciplinary major, required of all candidates for provisional certification by September 1, 1993, were approved by the Board of Education at its June 24, 1988 meeting.

Proposed regulations for the common teaching standards and definitions for the practicum and pre-practicum were put forth for public comment in June, 1988. These revised standards for both provisional and full certification provide a stronger base than previous regulations by addressing the need to develop the practitioner's clinical problem-solving skills and capacity to provide instruction appropriate for a broad spectrum of individual learner needs including, when appropriate, children with special education needs.

E. Ongoing Activities

The Massachusetts Advisory Commission on Educational Personnel (MACEP) will consider comments on the proposed regulations for the common teaching standards and definitions for the practicum and pre-practicum following the public comment period. MACEP will review a revised draft copy of this briefing paper at its October meeting. A final set of proposed regulations is scheduled to be submitted to the Board of Education for review at its January meeting.

The category and level of administrative certificates is being dealt with separately by a special working group already underway. This working group for administrative certificates, in addition to considering the above three issues, will recommend appropriate methods and systems for preparing and certifying educational administrators in a final report (target date: January, 1989) comparable to that prepared by the JTTP.

In FY 90, a similar re-evaluation and revision process will be followed for certificates falling under the category of support personnel (i.e., Unified Media Specialist, School Guidance Counselor, School Psychologist, Consulting Teacher of Reading).

II. ISSUE IDENTIFICATION

A. Next Steps

The next steps in implementing the JTTP's recommendations will be to re-evaluate and revise in light of a two-stage certification process the following components of the certification process:

1. Certificate Categories;
2. Certificate Levels;
3. Area of Knowledge (Presently Standard I).

B. Guidelines

In re-thinking these components, with regard to classroom teaching certificates in regular and special education, we must ask the following questions:

1. Certificate Categories

- o What certificate categories are appropriate for a provisionally certified candidate holding a bachelor's degree with a liberal arts and sciences or interdisciplinary major? and for a fully certified candidate holding a master's degree with clinical experience?
- o Are the certificate categories chosen compatible with: (1) federal and state regulations [the current 94-142 regulations and proposed 99-457 amendment and the Chapter 766 Statute], (2) the Board of Education's policies and initiatives, and (3) the National Professional Standards Board's initiatives?

2. Certificate Levels

- o In light of the various proposed changes in the certification regulations, are the present certificate levels consistent with Board policies and the National Professional Standards Board's initiatives?

3. Area of Knowledge

- o What is the area of knowledge required for successful performance at the provisionally certified level?
- o What is the area of knowledge necessary for successful performance at the fully certified level?

D. Briefing Paper Review Process

The process of preparing this briefing paper for presentation to MACEP has included extensive internal review of early drafts by a cross-section of professionals within the Department and external review by a representative group of educators from both school districts and higher education. Through this highly collaborative process, the Bureau of Teacher Certification has attempted to capture the best thinking of the field on the issues prior to developing a proposal for changes in the current regulations governing classroom teaching certificate categories, levels and subject matter knowledge.

E. An Alternative Proposal

An alternative proposal has been generated which differs from the certification framework outlined in this paper. Considerable discussion has taken place regarding the possibility of transferring major responsibility for the governance of eligibility for certification from the State to the local school districts. It has been proposed to give the local superintendents of schools the responsibility for both provisional and full certification. It was argued that Superintendents already make hiring and evaluative decisions regarding school employees. According to this proposal, Superintendents would decide to provisionally certify teachers based on their completion of a teacher preparation program and the newly promulgated liberal arts and science or interdisciplinary major. Superintendents would further decide to fully certify a teacher based on clinical assessment conducted through the proposed mentor teacher program. A premise for this proposal is that Superintendents are the most appropriate authority to perform the evaluative and licensing function of certification.

Before exploring this idea any further, it is important to note that in every state in the country, certification laws are applied by the state government, not local agencies, and in every major profession, certification decisions are not directly made by the employment agency.

Discussion by the members of the Working Group, with regard to this proposal, raised the following questions:

- ° Is it possible for school districts to adequately assess a candidate for either the provisional or full certification?
- ° Would this model lead to prejudicial treatment for some candidates? (i.e., candidates certified by some suburban districts favored for hiring over those certified by urban districts).
- ° What safeguards to this system would be needed to insure educational equity across the State?

Discussion regarding this concept has provided a sound foundation for further thought and valuable insight into the general weaknesses of certification systems.

F. Experimental Regulations

The above-mentioned proposal, ideas emerging from the state-wide Working Group on Administrator Certification and other sources suggest that the State should consider formally structuring and officially sanctioning the development of experimental regulations through a modest research and development project. The purpose of the project would be to create the opportunity for educational agencies such as school districts and colleges of education to

develop, implement and assess alternative approaches to preparing and/or certifying school professionals. The state of Alabama has put similar procedures in place for conducting experimental work on regulations with the fiscal support of private foundations.

Data collected from the projects could provide the Department with important information and insight on ways to continuously refine the regulations and streamline the process of certifying educational personnel.

III. Certificate Categories

A. Current Problems

The Bureau of Certification currently issues 55 different categories of certificates. In some of these categories, we may issue as few as a half-dozen certificates a year. For example, during the 1987-88 fiscal year we issued six certificates in Geography, three certificates in German, seven certificates in Portuguese, two certificates in Dance, and nine certificates in Drama. These statistics suggest that we may have too many different certificate categories. Some of the categories may also be outdated. For instance, the Department offers separate certificates in Chemistry and in Biology, while college science departments seem to be moving away from separate Chemistry and Biology departments into areas like bio-chemistry.

This large number of different categories appears to be contributing to the complexity of the current system and imposing undue constraints on those preparing our teachers (higher education) and those employing our teachers (school districts). Overall, there is a need to streamline the system in ways that reflect the real needs of schools and the state-of-the-art or practice in higher education.

B. Desired Outcomes

1. Decrease the confusion and constraints placed on candidates for certification and school administrators and increase school administrators' flexibility in making hiring and staffing decisions, including re-assigning educational personnel;
2. Increase the flexibility of higher education to develop academic majors which expose prospective teachers to related subject area knowledge within a certification area;
3. Ensure that the types of certificates we offer are compatible with the Board of Education policies;
4. Ensure that certification regulations support the intent of State statutes and regulations; for example: special education regulations regarding non-categorical programming and least restrictive environment.

Example Three: Social Studies

It also may be possible to group four related certificates that cover social studies (Teacher of History, Teacher of Social Studies, Teacher of Geography and Teacher of Behavioral Science). Last year we issued 108 History certificates, 204 Social Studies certificates, 6 Geography certificates, and 23 Behavioral Science certificates. By grouping these four categories under a Social Studies certificate, we may also accomplish the objectives suggested above. However, recent national reports such as the one just released by the National Endowment of the Humanities addresses how our schools have failed to adequately teach both history and geography. Therefore, we are suggesting that history and geography, among others, be recognized as citation areas (see next section).

3. Recognition of Specialization - Citation of Academic Majors and Minors

In creating broader certificate categories, previously independent certificate categories become sub-categories under a general certificate. To illustrate, related areas such as Geography, History and Behavioral Science become sub-categories under the general Social Studies Certificate. These sub-categories which represent specific areas of content area knowledge could be cited on a general certificate. The State could offer citations of the specific major and minor area of study pursued in the process of completing certification requirements. To illustrate, under the proposed Teacher of Social Studies Certificate, an academic major (not less than 8 courses) in an area such as Geography and a minor (not less than 4 courses) in an area such as Psychology could be cited on the certificate. The major and minor citations in the Teacher of Social Studies Certificate would indicate that the prospective teacher is legally certified to teach any area of Social Studies, Geography and Psychology at the secondary level.

This regrouping does not require the State to lower its standards for certification because citations can only be obtained under a broad umbrella category. To illustrate, the major citation in Geography (8 courses or 24 semester hours) would be less than the current requirements for the Teacher of Geography Certificate (36 semester hours of course work) and would include 12 semester hours in an area related to Geography. The major citation in Geography is supported and strengthened by a strong background in Social Studies.

Applying semester hours of course work completed for one area of certification toward meeting the requirements for another area of certification is a common practice. Presently, if a person holding a Teacher of Social Studies Certificate applies for a Teacher of Geography Certificate and has completed course work in Geography to obtain the Social Studies Certificate, this course work in Geography is counted toward meeting the requirements for the Teacher of Geography Certificate.

C. Possible Solutions

1. Combining Categories. In some cases, it may be possible and appropriate to combine certificates.

Several years ago, the Department combined the School Librarian certificate with the Audio Visual Certificate to create the Unified Media Specialist Certificate. This combined certificate allows school districts to staff their library and audio visual department with one person, a Unified Media Specialist. This new, broader certificate, gives the school district more flexibility in making hiring and staffing decisions. It also provides higher education with the opportunity to develop/structure more interdisciplinary programs which expose prospective Unified Media Specialists to related areas within a content field.

Example One: Early Childhood

Last year the Department issued 629 K-3 Early Childhood certificates and 112 Teacher of Young Children with Special Needs (ages 3-7) certificates. It may be possible to combine these two certificates under a new N-3 Early Childhood Certificate. This unified N-3 certificate would encourage teachers of young children to study and understand early childhood development in all of its complexity and to provide teachers with the skills to accommodate for broader range of individual differences and learner needs which will enable more special needs students to be educated in a mainstream classroom.

2. In other cases, we may group related certification areas under a broad, general category.

Example Two: Business

We now have three certificates in the area of Business: In FY 1988, we issued 46 Business certificates, 14 Secretarial Skills certificates, and 26 Business Management certificates. By grouping these categories under a Business Certificate the Department can promote the development of educational personnel with a broad-based, integrated background in their field. This regrouping would also clarify for the school district who can teach all the courses offered through the high school Business Department without evoking the waiver rule. It is important to note that this more generic Business certificate existed prior to the change in regulations in 1982 which created the more specific certificates we are proposing to eliminate.

The requirement for the minor citation in an area such as Psychology (4 courses or 12 semester hours) would also not be lowering present standards for certification because the minor citation could only be obtained in conjunction with the major and within the general certificate field. It is also important to note that moving in the direction of offering a minor citation to teach in a related area would represent a significant improvement over a present practice regarding secondary teachers who were certified prior to 1982. As specified in a certification memorandum issued in 1981, to clarify the provisions of the General Law, a teacher with a secondary certificate is permitted to teach up to 50% of his/her teaching time in a field outside the specified field so long as the teacher minored (has at least nine semester hours) in that field. Under the proposed system, a teacher would only be issued a minor citation to teach in an area within the specified field. To illustrate, a Social Studies teacher who happened to obtain a minor in English would not be eligible for a minor citation in English and would not be permitted to teach English because the area is outside of their general field of Social Studies.

There are some possible benefits to creating a certification system that offers citations. They are conceptualized as follows:

a. Acknowledgement of the academic major

The two-stage certification process will require candidates to complete a liberal arts and sciences or interdisciplinary major for provisional certification. This new academic major requirement in teacher preparation could be given visibility, status and recognition in teacher certification by citing the major on the teaching certificate. This may be particularly useful in the case of the elementary or early childhood teacher. The prospective elementary teacher who majors in English would be eligible to receive an Elementary Teacher Certificate with a citation in English. This citation would recognize the candidate's major in English and clarify the similarity of this candidate's preparation with the high school English teacher. With the preparation of elementary teachers becoming more like the preparation of high school teachers through the academic major requirement, it would seem appropriate to reflect the similarity in the certificates. [i.e., Elementary Teacher Certificate with a citation in English and Teacher of English for the secondary teacher.]

b. Marketing the academic major to potential employers

Elementary and other teachers who complete the new academic major requirement will want to market to potential employers the additional content area expertise they have acquired in the process of becoming provisionally certified to teach. If the State cited the major on their certificate, it would be assisting teachers in their efforts to call school districts' attention to their general and specific areas of certification. To illustrate, the elementary teacher with a major in English may have the potential to contribute to the writing program in an elementary school, and the prominence of English on the certificate may alert a potential employer to this possibility.

c. Align changes in the teacher certification process with changes in teacher preparation programs

The requirement of an academic major for preparation would be complemented by the specification of the major on the certificate.

d. Enhance the diversity of subject area knowledge and expertise which teachers bring to the classroom

As teachers choose to pursue areas of specialization, a new opportunity will present itself for school districts to very directly and systematically build on the expertise of a school staff by hiring provisional teachers who majored in a particular subject. To illustrate, if a school system was interested in emphasizing mathematics, a school administrator would probably be interested in hiring a provisional teacher who majored in mathematics.

While the field continues to explore new roles for teachers and new structures for schools, school administrators could use citations as a vehicle to explore new staffing patterns in schools and possibly create clinical teaching teams within schools to prevent children at risk from failing to learn.

e. Build into the certification system a mechanism for responding to emerging areas in the field

The Department could monitor the frequency of requests for citations in certain majors and decide if there might be a need at some point in time to create a separate certificate. To illustrate, the Department might want to monitor such areas as Political Science, Government or Civics.

D. Proposed Recommendations

1. Reduce the number of certificate categories by creating broader certificate categories. The following new broad certificate categories will be created: Teacher of Business, Teacher of Social Studies, Teacher of Science, Teacher of Foreign Language, Teacher of Early Childhood (N-3).
2. Reduce the number of certificates by creating broad certificate categories which acknowledge the academic major as a citation on the certificate.

IV. Certificate Levels

A. The Problem

Our current certificate levels are divided three different ways: by grade (i.e., K-3 for Early Childhood Teacher); by age (i.e., Ages 3-7 for Teacher of Young Children with Special Needs) and by school/building structure (i.e., K-6 for elementary school principal). As a result, there are no common criteria for the division of the certificate levels.

While using different criteria for certificate levels is not uncommon, it does contribute to the complexity of the system. Another complicating factor is the recent (1982) addition of four levels to our subject area certificates. For example, we now offer a K-3 Math Certificate, a 1-6 Math Certificate, a 5-9 Math Certificate and a 9-12 Math Certificate. While we certify teachers K-3 in Math, the job market does not reflect a need for such a credential. School districts do not hire K-3 math specialists; they hire people certified in Elementary Education 1-6 or Early Childhood K-3. They may also hire a teacher with a 1-6 Math certificate who could teach in a departmental program.

Under the 1982 regulations for adding a new level to a certificate, an secondary teacher who would like to teach seventh grade departmental math in the middle school is now urged to apply for a 5-9 math certificate. The requirements for this new level (5-9) are: (1) completion of six semester hours of developmental education and (2) half a practicum (150 clock hours). Often courses in higher education deal with developmental issues topically. It is difficult for candidates to find two courses in adolescent psychology. Often a secondary school teacher has taken these developmental courses which span the range of a life-cycle, yet we force the teacher to take 6 additional credit hours of courses which may be difficult to find. The four new certificate levels seem to have created barriers between levels. In some cases, teachers are "collecting levels" and the Department is processing the same person through the system two or three times.

An even more compelling example of how the 1982 regulations for adding a new level to a certificate makes it difficult for teachers to change levels is the case where an elementary teacher holding a 1-6 certificate decides s/he wants to teach kindergarten and applies for an Early Childhood Teacher certificate (K-3). In order to obtain the Early Childhood Teacher certificate (K-3), the elementary teacher (1-6) must meet the requirement of six semester hours of developmental education, a half-practicum (or internship), plus additional knowledge requirements in Standard I.

Adding new levels in specialized areas such as Art and Music is yet another area of difficulty. We have cases where an English teacher 9-12 meets Standard I competencies for Art and wants to teach Art at the high school level. This secondary teacher would like to be certified to teach Art at the secondary level (9-12). However, the State does not offer a 9-12 certificate in Art. In cases such as this, the secondary teacher who wants to be certified to teach Art only in the high school has no choice but to apply for a 5-12 Art certificate which requires adding grade levels to his/her certificate. The requirement for adding a new level include completion of a half-practicum.

The issue of levels for Special Needs Certificate requires further discussion and exploration. Presently, the Teacher of Children with Moderate Special Needs Certificate is offered in two levels: N-9 and 5-12. The remaining Special Needs Certificates are offered for all levels. An argument has been made to offer each Special Needs Certificate in one N-12 level to accommodate the increased role of the school in serving preschool students. It has also been argued that the Teacher of Severe Special Needs Certificate be offered in two levels: N-6 and 7-12 rather than the current N-12 in order to ensure proper developmental focus.

B. Desired Outcomes

1. Broader certificate levels to reflect the basic grade level structure of schools;
2. Increased latitude for teachers to move up or down the grades within a school;
3. Increased flexibility for school administrators to re-assign staff to different grade levels within a school;
4. Increased emphasis in teacher preparation programs on providing candidates for certification with the broad-based knowledge and understanding of the stages in child and/or adolescent development necessary to respond to the individual needs of learners.

C. Possible Solutions

1. Creating New Levels

Proceeding from the strong developmental perspective reflected in the current regulations for adding levels to a certificate, it may be the appropriate time to consider combining the K-3 Early Childhood Teacher credential with the Ages 3-7 Teacher of Young Children with Special Needs credential and creating a N-3 Early Childhood Teacher credential. This new credential would certify a teacher to work with children from nursery school through kindergarten and the primary grades. It would encourage teachers of young children to study and understand early childhood development in all of its complexity and prepare teachers to work with children in integrated settings. The age range is consistent with the Board's definition of early childhood as covering the ages birth through age 8.

With the N-3 Early Childhood Teacher credential in place as a possibility, we can then consider broadening the current levels as follows:

| <u>CURRENT</u> | | <u>OPTION I</u> | |
|------------------|-----------------|-------------------|-----------------|
| K-3 | Early Childhood | N-3 | Early Childhood |
| 1-6 | Elementary | K-6 | Elementary |
| 5-9 | Middle School | | |
| 9-12 | High School | 6-12 | Secondary |
| <u>OPTION II</u> | | <u>OPTION III</u> | |
| | N-3 | | N-3 |
| | K-8 | | 3-8 |
| | 6-12 | | 7-12 |

Option I reflects the current thinking of the Department. This option mirrors the way schools are designed, has a broad range of grade levels, and allows for some overlap of levels.

In eliminating a 5-9 certificate, we are not abandoning the middle school concept. In this State, the definition of middle school takes on many different grade level structures. What the proposed options attempt to do is to provide teachers with a broad developmental base and not impose on school systems a State definition of middle school. The various options attempt to incorporate an increased focus on developmental issues and individual learner needs.

The proposed broader levels essentially reflect the basic organization of schools and give teachers the opportunity to move up or down grades; give districts/superintendents the latitude to make changes in grade level assignments within a school-level (i.e. elementary); and require teacher preparation programs to provide prospective teachers with broad-based understanding of the developmental stages in child/adolescent development and broad-based exposure to the grade levels within a school (i.e., elementary). In other words, K-6 teachers should have an understanding of early childhood development and the juvenile period (ages 6-12) and teachers of grades 7-12 should have an understanding of preadolescence (ages 10-12) and adolescence (ages 12-18).

Using these levels with all certificates provides the flexibility for specialty programs like art and music or special education to offer students the choice between an elementary school orientation (K-6) or a secondary school orientation (7-12).

2. Extending Levels

It appears that the recent regulations for adding a new level to a subject area certificate are excessive although soundly based on a strong developmental perspective. The course work (six semester hours) and practicum required must be "at the age and developmental stage of children at the new level". These requirements are based on the belief that teachers should have knowledge of and experience at the level of child development they intend to teach. This is highly appropriate and desirable. However, the course work requirement for adding a new level to a certificate seems misdirected. It is important to keep in mind that competency in child/adolescent development is already required under the Common Standards for certification. Rather than requiring more course work in child/adolescent development to obtain extra levels of certification, broad-based knowledge and understanding of the age and stages of child/adolescent development needs to be re-emphasized in the curriculum for teacher preparation.

Concerning the curriculum, it is also important to note that college courses in child/adolescent development are often topical and deal with developmental issues within topics (such as social or moral development) and across ages and stages of development. In short, a person seeking to add the current 5-9 level of certification would be hard-pressed in finding two college courses devoted exclusively to pre and early adolescent development. In short, the college courses may not conform to the certificate levels.

It may be possible to develop more school district-oriented procedures with less restrictive requirements. Rather than adding new levels to a subject area certificate, teachers could request an extension on their current certificate through procedures like those instituted in other states. For example, Connecticut has worked out a simple procedure for obtaining an extension which gives school superintendents local control over the process by shifting the "burden of proof" from the credentialing agency and to the school district. The requirements for an extension in Connecticut are:

- a. one year of experience with the person's current level of certification and
- b. a letter from the school superintendent requesting that the person be granted a level extension. This letter must include an evaluation plan to document the effectiveness of the teacher's grade level experience. This documentation can be parallel to the criteria specified in the local evaluation system. In short, if a superintendent believes a teacher is holding a N-3 teacher certificate is capable of teaching fourth grade, then, the teacher can request that the state extend the N-3 teacher's credential to include fourth grade. It is important to note that there would be a need to place parameters on the grade range for extensions. While an extension from "N-3" to grade four seems very appropriate, an extension from "N-3" to grade seven seems far less appropriate.

D. Proposed Recommendations

1. Change the K-3 Early Childhood Teacher Certificate to N-3.
2. Change the 1-6 Elementary Teacher Certificate to K-6.
3. Change the 9-12 Secondary School Teacher Certificate to 6-12.
4. Eliminate the 5-9 Middle School Certificate.
5. Replace the current requirements for adding new levels with procedures for requesting an extension to an existing certificate levels as described above.
6. Ensure that N-3 and K-6 teachers have an understanding of early childhood development and the juvenile period (ages 6-12) and teachers of grades 4-12 have an understanding of preadolescence (ages 10-12) and adolescence (ages 12-18).

VI. KNOWLEDGE OF SUBJECT MATTER

A. The Problem

A two-stage certification process which requires that teachers have a Bachelor's degree with a liberal arts and sciences or interdisciplinary major requires that we re-think Standard I - knowledge of subject matter - for the certificate sought. Standard I must be re-aligned with the requirements for a liberal arts and sciences or interdisciplinary major and national certification requirements that are related to subject matter competency.

In our present certification system Standard I specifies areas of knowledge required to receive a lifetime certificate. Many institutions of higher education feel that the present system has set up a dual track for students wishing to enter education. This system requires special majors which may be contrary to what liberal arts and science professors believe is important to achieve the depth of a particular discipline. In addition, these specific competencies are translated into specific course requirements and can cater to vested interests in the higher education faculty.

Many candidates from out of state who may have rich subject matter background cannot get certified because they do not meet these specific competency areas listed under Standard I. However, in select out-of-state cases, the Department has relied on the college major rather than the specific competency areas as the indicator that a candidate has met the knowledge of subject matter requirement. It is important to note that this administrative decision to use the major rather than trying to match courses in an out-of-state transcript to the specific competencies in the regulations concurs with the proposed liberal arts and sciences or interdisciplinary major to be required of all candidates for provisional certification.

B. Desired Outcomes

1. Provide for expertise in the subject matter area that will be taught;
2. Replace narrow competencies with general competencies to decrease the prevalent practice of matching specific competencies with specific course requirements and allow higher education more program flexibility;
3. Replace narrow competencies with general competencies to decrease the need to rely on individual transcript analysis as a primary method of determining eligibility for certification and decrease the waiting time (now 2-3 months) for processing applications for certification;

4. Assure that candidates for provisional certification are competent to teach concepts required of a beginning teacher;
5. Assure that candidates for full certification understand the unique pedagogical and curriculum knowledge of the subject matter necessary for successful performance as a fully certified teacher;
6. Assure that competencies are aligned with those competencies anticipated as requirements for national certification.

C. Possible Solutions

The provisional certificate addresses the knowledge of subject matter to be taught at the appropriate level. We assume that the liberal arts and sciences or interdisciplinary major will address substantive or propositional knowledge - theories, concepts, facts, principles, ideas and relationship among principles within a discipline or field, and related fields.

In the words of Schwab (1964), subject matter knowledge is the way that knowledge is organized or structured. Therefore, we are proposing that for the new provisional certificate, the 36-hour course credit requirement which specifies competencies be replaced by the requirement of an appropriate major for that certificate category. In addition, Standard I should also address syntactic knowledge; i.e., canons of evidence and proof that guide inquiry in the discipline/field and how the field creates and evaluates what is taken for knowledge in the discipline (Schwab, 1964). For the provisional certificate, we are proposing that all certificates address "the modes of inquiry and methods of research" of that certificate which is a Standard I requirement for most certificates in our present system. For example, for a provisional certificate in Teacher of Mathematics, we are proposing to eliminate the specific competencies of Algebra, Geometry, Analytic Geometry, Trigonometry, Calculus, Number Theory, Probability, Statistics, and Computer Science and replace it with the requirement of a major in Mathematics. We are suggesting keeping the requirement for knowledge of "modes of inquiry and methods of research in Mathematics."

However, certain certificate categories and levels will require unique competencies for a provisional certificate that may not be achievable in a liberal arts and sciences or interdisciplinary major. For example, in our new N-3 Early Childhood Certificate, specific competencies may need to be delineated under Standard I for a provisional certificate which may not be addressed in a Psychology major or other appropriate interdisciplinary major. We may wish to specify that a provisional teacher has knowledge of language development of young children.

To ascertain this, we need to look at how the new common teaching standards address the old Standard I requirements which would constitute an education minor or concentration. We may wish to add additional competencies to Standard I (knowledge of subject matter) which may be met by general course requirements or courses in the education or other related departments. We anticipate that this would be in areas (such as the field of special education) where there is no parallel liberal arts and science or interdisciplinary major which would adequately prepare students for the subject they will be teaching.

For the full certificate, we propose the knowledge of subject matter standard address the field's specialized knowledge of teaching as called for in the work of Lee Schulman. Specialized knowledge of teaching in the certificate area should broadly address the issue of "pedagogical knowledge and curriculum knowledge". Pedagogical knowledge refers to the use of appropriate and multiple representations of topics, i.e., analogies, illustrations, metaphors, examples, multiple linkages across concepts (Leinhardt, 1985), and common misconceptions as well as the schema to illustrate how the discipline is used in daily life. Curriculum knowledge refers to "the range of programs designed for the teaching of particular subjects and topics at a given level, and the variety of instructional materials which are available for alternative teaching interventions". (Schulman, 1986).

The above concepts can be operationalized in the requirement for a full certificate by the following competencies: (1) an effective teacher must be knowledgeable of the learnings difficulties students have about the certificate area, (2) and the methods and materials unique to the certificate sought. For example, a fully certified Teacher of Mathematics must know the common misconceptions students have about Mathematics and the appropriate methods and materials available to teach Mathematics effectively. As recommended in the Joint Task Force Report, a fully certified teacher must have completed graduate course work in the liberal arts and sciences. Therefore, a fully certified Teacher in Mathematics would also be required to have completed graduate course work in Mathematics.

D. Proposed Recommendations:

Every classroom teaching certificate should be rethought in a manner which addresses the following criteria:

1. Provisional Certification - Standard I

- a. Knowledge of a discipline as evidenced by a major determined by colleges and universities - remove current specific competencies;

- b. Modes of inquiry and research in the certificate area that guide the knowledge of the discipline;
- c. Specific competencies that may be required to teach within a specialized area and which do not otherwise fall within the framework of the common teaching standards.

2. Full Certification - Standard I

- a. Advanced knowledge of the discipline as evidence by completion of graduate course work in the liberal arts and sciences;
- b. Knowledge of students' learning difficulties in the specified subject area;
- c. Knowledge of subject area curriculum.

VII. CONCLUSION

This new system is based on the notion that the traditional routes as well as the alternative routes to certification will be in place. The traditional routes are program approval and individual transcript review (see Certification Handbook). The regulations for the alternative routes to certification, Apprentice Teacher and the Certification Review Panel, will have to be rethought in terms of a two-stage certification process. With regard to the Apprentice Teacher, the Department is recommending that a candidate who meets the subject matter or field of knowledge requirements may teach as an apprentice for 2 years while earning his/her provisional certificate. The Certification Review Panel Regulations will have to be modified to allow the panel to make a recommendation for either a provisional or full certificate.

The issue of accountability will be addressed with considerable emphasis through a two-stage certification process. A candidate will complete not only rigorous academic requirements but also the additional component of a well-defined mentorship. This combination of factors will ensure that fully certified teachers will be highly qualified practitioners.

In order to stimulate more programmatic research, development and innovation, the Department will establish experimental regulations in order to allow programatic development to proceed as well as to continue to refine the regulations and streamline the certification process.

SUMMARY OF PROPOSED RECOMMENDATIONS

I. Certificate Categories

1. Reduce the number of certificate categories by combining existing certificates and creating more general certificate categories.
2. Reduce the number of certificates by converting certificate categories with a low-frequency of use to citations.
3. Use citations as a mechanism to acknowledge the specific academic major in a general certificate.

II. Certificate Levels

1. Change the K-3 Early Childhood Teacher Certificate to N-3.
2. Change the 1-6 Elementary Teacher Certificate to K-6.
3. Change the 9-12 Secondary School Teacher Certificate to 6-12.
4. Eliminate the 5-9 Middle School Certificate.
5. Replace the current requirements for adding new levels with procedures for requesting an extension to an existing certificate level.
6. Ensure that N-3 and K-6 teachers have an understanding of early childhood development and the juvenile period (ages 6-12) and teachers of grades 4-12 have an understanding of preadolescence (ages 10-12) and adolescence (ages 12-18).

III. Knowledge of Subject Matter

- A. Every classroom teaching certificate should be rethought in a manner which addresses the following criteria:
 1. Provisional Certification - Standard I
 - a. Knowledge of subject matter content needed to teach in that certificate area as evidenced by a major determined by colleges and universities - remove current specific competencies;
 - b. Modes of inquiry and research in the certificate area that guide the knowledge of the discipline;
 - c. Specific competencies that may be required to teach within a specialized area and which do not otherwise fall within the framework of the common teaching standards.

2. Full Certification - Standard I

- a. Advanced knowledge of the discipline as evidence by completion of graduate course work in the liberal arts and sciences;
- b. Knowledge of the students' learning difficulties with subject matter;
- c. Knowledge of subject area curriculum.

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APPENDIX A: PROPOSED CERTIFICATE CATEGORIES, LEVELS AND CITATION AREAS

| <u>Category</u> | <u>Level</u> | <u>Citations of Majors and/or Minors (These are not exclusive areas recognized)</u> |
|--|--------------|---|
| Early Childhood Teacher | N-3 | |
| Elementary Teacher | K-6 | |
| Teacher of English | 6-12 | Speech Drama |
| Teacher of Social Studies | 6-12 | History Geography |
| Teacher of Science | 6-12 | Physics Chemistry Biology Earth Science |
| Teacher of Mathematics | 6-12 | |
| Teacher of Foreign Language | 6-12 | French Polish Portuguese German Spanish Italian Russian Others will be developed as requested by individual school systems |
| Teacher of Latin and Classical Humanities | 6-12 | |
| Teacher of Health | N-6 6-12 | |
| Teacher of Physical Education | N-6 6-12 | Dance |
| Teacher of Art | N-6 6-12 | |
| Teacher of Music | N-6 6-12 | |

| | | |
|---|-------------|---|
| Teacher of Business | 6-12 | Business Management Secretarial Skills |
| Teacher of Home Economics | 6-12 | |
| Teacher of Industrial Arts | 6-12 | |
| Teacher of Children with Severe Special Needs | All Levels | |
| Teacher of Children with Moderate Special Needs | N-6 6-12 | |
| Teacher of Children with Special Needs: Vision | N-12 | |
| Teacher of Children with Special Needs: Audition | N-12 | |
| Teacher of Children with Speech, Language, Hearing Disorders | N-12 | |

APPENDIX B: CATEGORIES TO BE ELIMINATED

1. Teacher of Speech
2. Teacher of Geography
3. Teacher of History
4. Teacher of Mathematics and Science
5. Teacher of Earth Science
6. Teacher of Polish
7. Teacher of Portuguese
8. Teacher of Secretarial Skills
9. Teacher of Business Management
10. Teacher of Dance
11. Teacher of Drama
12. Teacher of Young Children with Special Needs
13. Teacher of Modern Foreign Language
14. Teacher of General Science
15. Teacher of French
16. Teacher of German
17. Teacher of Spanish
18. Teacher of Italian
19. Teacher of Russian
20. Teacher of Polish
21. Teacher of Portuguese
22. Generic Consulting Teacher
23. Teacher of Behavioral Science
24. Teacher of Physics
25. Teacher of Chemistry
26. Teacher of Biology
27. Middle School Teacher

APPENDIX C: SUPPORT PERSONNEL FOR SCHOOLS *

1. Consulting Teacher of Reading
2. Unified Media Specialist
3. School Guidance Counselor
4. School Psychologist
5. Teacher of English as a Second Language
6. Bilingual Teacher

* Requirements for these categories will be developed in FY 90.

APPENDIX D: PROTOTYPES OF CERTIFICATE REQUIREMENTS AND STANDARDS

I. Teacher of Social Studies

A. Provisional Certificate Requirements

1. Major in one of the following: history, geography, economics, political science, sociology, psychology and at least four other courses in the areas of social science and history that are not included in the major;
2. Knowledge of the modes of inquired research used in the social sciences;
3. Knowledge of the relationship among the social sciences and other fields (art, literature and philosophy).

B. Full Certificate Requirements

1. Graduate course work in history, geography or any other area of social science.
2. Understanding of the methods of teaching social studies
3. Knowledge of the difficulties that students have in learning social studies.

II. Teacher of Foreign Language

A. Provisional Certificate Requirements

1. Major in a foreign language;
2. Knowledge of linguistics and theories of language acquisition;
3. Knowledge of methods of research and criticism used in the study of foreign languages and cultures;
4. Knowledge of the relationships between the language, its associated culture and history, and other languages, cultures and histories.

B. Full Certificate Requirements

1. Graduate course work in either general language principles (i.e., linguistics, theories of language acquisition, relationship between language and culture) or the further study of the languages in the endorsement area;
2. Knowledge of methods and materials of teaching the specific language area;
3. Knowledge of students' difficulties in learning the specific foreign language.

III. Teacher of Science

A. Provisional Certificate Requirements

1. Major in any of the physical or biological sciences (i.e., chemistry, biology, physics, earth science) and at least four other courses in science outside the major;
2. Knowledge of the modes of inquiry and methods of research and experimentation in the sciences, including laboratory techniques;
3. Knowledge of the relationship among the sciences and between the sciences and other fields of knowledge.

B. Full Certificate Requirements

1. Graduate course work in any area of the physical or biological sciences;
2. Knowledge of the methods and techniques of teaching science in general or one of the specific fields of science;
3. Knowledge of the difficulties children have in learning science in general or one of the specific areas (i.e., chemistry, earth science, physics, biology).

IV. Elementary Teacher

A. Provisional Certificate Requirements

1. Major in the liberal arts and sciences or an interdisciplinary major;
2. Knowledge of the subject matter of the elementary school which includes reading, written and oral communication, mathematics, science, social studies, the arts, health and physical education;
3. Knowledge of interdisciplinary relationships among the fields.

B. Full Certificate Requirements

1. Graduate course work in any one of the liberal arts and sciences fields in the subject matter of the elementary school;
2. Knowledge of the methods and materials of teaching the subject matter of the elementary school;
3. Knowledge of common difficulties that children have in learning to read and do mathematics and sciences.

APPENDIX E: CASE STUDIES

CASE ONE : FOREIGN LANGUAGE

Name: Janet Souza
College: University of Massachusetts

| Variable | | 1982 Regulations | Proposed System |
|------------------------------|--|---------------------|--|
| Stage of Certification | | Lifetime: | 2-Stage: |
| Category | | French | 1. Provisional Foreign Language |
| Endorsement | | N.A. | French |
| Level | | 9-12 | 7-12 |
| Major | | French | French |
| Minor | | Secondary Education | Secondary Education |
| Practicum (minimum hours) | | 300 | 150 |
| Beginning Teacher Support | | none | Mentorship for beginning teacher |
| Master's Degree | | Optional | 2. Full °completed Graduate coursework in Spanish and Portuguese, language pedagogy and methods and materials of teaching a Foreign Language. °Earned an endorsement in Spanish and Portuguese. |

Name: Mary Lamoy
College: Wheelock

| Variable | | 1982 Regulations | | Proposed System |
|------------------------------|--|----------------------|--|--|
| Stage of Certification | | <u>Lifetime:</u> | | <u>2-Stage:</u> |
| Category | | Elementary Teacher | | <u>1. Provisional:</u> Elementary Teacher |
| Endorsement | | N.A. | | N.A. |
| Level | | 1-6 | | K-6 |
| Major | | Elementary Education | | Human Development |
| Minor | | Psychology | | Elementary Education |
| Practicum (minimum hours) | | 300 | | 150 |
| Beginning Teacher Support | | none | | Mentorship for beginning teacher |
| Master's Degree | | Optional | | <u>2. Full</u> Completed graduate coursework in any liberal arts and sciences discipline, methods and materials and common misconceptions children have in learning math and reading. Coursework will also include further acquisition of pedagogical knowledge. |

CASE THREE : ELEMENTARY TEACHER

Name: Timothy O'Leary
College: Brandeis

| Variable | 1982 Regulations | Proposed System |
|------------------------------|----------------------|--|
| Stage of Certification | <u>Lifetime:</u> | 2-Stage: <u>1. Provisional</u> |
| Category | Elementary Teacher | Elementary Teacher |
| Endorsement | N.A. | Biology |
| Level | 1-6 | K-6 |
| Major | Biology | Biology |
| Minor | Elementary Education | Elementary Education |
| Practicum (minimum hours) | 300 | 150 |
| Beginning Teacher Support | none | Mentorship for beginning teacher |
| Master's Degree | Optional | <u>2.Full</u> °Completed graduate coursework in any Liberal Arts and Sciences discipline, methods and materials in teaching in the Elementary School and common misconceptions children have in learning math and reading. |

APPENDIX F: AMENDMENT TO REGULATIONS FOR CERTIFICATION OF EDUCATIONAL
PERSONNEL AND PROPOSED AMENDMENTS TO 603 CMR



The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169-5183

July 6, 1988

M E M O R A N D U M

To: Superintendents of Schools, School Committee
Chairpersons, College Presidents, Contact Persons,
Regional Advisory Councils, and other Interested Parties

From: Harold Reynolds, Jr. Commissioner

Re: Amendment to Regulations for Certification of Educational
Personnel 603 CMR 7.00

We are pleased to inform you that on June 24, 1988, the Board of Education adopted the attached amendments to 603 CMR 7.00, Regulations for the Certification of Educational Personnel, which require that all candidates for certification must possess a bachelor's degree with an undergraduate liberal arts and sciences or interdisciplinary major.

These amendments address what is widely agreed upon to be the cornerstone of the recommendations put forth by the Joint Task Force on Teacher Preparation and are considered to be a critical first step on which the professional preparation of teachers should rest.

These changes have been filed with the Secretary of State and will become fully effective on September 1, 1993.

603 CMR 7.01 Definitions is amended by inserting

(17) Bachelor's Degree with a Liberal Arts and Sciences or an Interdisciplinary Major. A bachelor's degree based on a major in the humanities, fine arts, social sciences, mathematics or sciences, or any combination thereof (i.e., an interdisciplinary major), providing in-depth study of theoretical knowledge. These majors are the curriculum deemed appropriate by the institution of higher education, including, at minimum, eight courses in one or more of the above fields, with at least four courses from the same field, and the majority of the courses above the institution's introductory level.

603 7.02 (3) Requirements for Certification is amended by adding the underlined words

All candidates for certification must submit a completed application and practicum report; the required fee; proof of good health, of sound moral character, of possession of a bachelor's degree, which by September 1, 1993 shall be a bachelor's degree with a liberal arts and sciences or an interdisciplinary major, and of completion of the requirements listed in Section 7.04 of these regulations, except that any person certified as a Teacher of Children with Special Needs: Audition, is exempted from any standards and criteria for non-classroom teaching certificates which require that person to demonstrate skills in oral communication (listening and speaking).



The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169-5183

July 6, 1988

M E M O R A N D U M

To: Superintendents of Schools
School Committee Chairpersons
Presidents of Universities and Colleges
Other Interested Parties

From: Harold Raymond, Jr.
Commissioner of Education

Re: Proposed Amendments to 603 CMR 7.04 Individual Programs
and Program Standards; 603 CMR 7.02 (3) (10) Definition of
a Pre-Practicum; and 603 CMR 7.02 (3) (11) Definition of a
Practicum

On June 23, 1988 the Board of Education requested that the Department hold an extended period of public comment from July 6, 1988 to October 14, 1988 on the attached draft Regulations for the Common Teaching Standards and the Definition of the Pre-Practicum and Practicum.

The proposed regulations emanate from the Joint Task Force on Teacher Preparation's recommendation for a two-stage certification process, specifically that:

"The heart of the undergraduate program for prospective teachers should be a broad liberal arts and sciences core.... The undergraduate program should offer a combination of college-based and school-based studies of learning, teaching and child development. A minimum of 150 hours of supervised classroom experience will be required for provisional certification."

The attached proposed revised regulations have been drafted to reflect a two-stage certification process. The definitions for the pre-practicum and practicum define the requirements for the field-based experiences at the undergraduate level.

Please send written comments by October 14, 1988 to:

Dr. Susan Zelman
Acting Director
Bureau of Teacher Preparation,
Certification and Placement
Massachusetts Dept. of Education
1385 Hancock Street
Quincy, MA 02169

The Board of Education will review these comments at its regular meeting in November 1988.

**PROPOSED REGULATIONS
FOR THE COMMON TEACHING STANDARDS
FOR A TWO-STAGE CERTIFICATION PROCESS**

603 CMR 7.00 (Regulations for the Certification of Educational Personnel) is hereby amended by inserting the following provisions:

7.04 Individual Programs and Program Standards

(2) Provisionally Certified Classroom Teacher. (Common Standards)

Communication Standard: The effective provisional teacher is capable of communicating clearly and understandably, with language appropriate to students' ages, levels of development and individual needs. He or she should demonstrate sensitivity to students' social, racial and linguistic backgrounds. The candidate should be able to communicate information effectively and should know how to listen to students.

Instructional Practice Standard: The effective provisional teacher has a general understanding of the knowledge base in human growth, development and learning. He or she is familiar with principles of, and has demonstrated competencies in: instruction; curriculum planning; and the development and implementation of individualized educational plans (IEPs). Competencies in instruction should include the ability to teach the language arts and mathematics as appropriate to the age and developmental stage of the learner. The candidate should know how to implement classroom management techniques appropriate for students with a range of abilities and special needs. These techniques include the ability to use cooperative learning strategies, to integrate students from a variety of backgrounds and to work effectively with families and community resources.

Evaluation Standard: The effective provisional teacher uses the results of various evaluative procedures to assess student learning and his or her own behavior and to modify teaching based on these evaluative results.

Problem Solving Standard: The effective provisional teacher solves problems, analyzes and thinks critically about teaching and learning, and fosters students' creative and analytical thinking skills.

Equity Standard: The effective provisional teacher deals equitably and responsibly with all learners and understands differing viewpoints, behaviors and ways of knowing. He or she understands the origins and development of western and non-western civilizations.

Professional Standard: The effective provisional teacher has a general understanding of the teaching profession and its legal responsibilities and the teacher's role as a professional, including the ability to benefit from experience and supervision.

(3) Fully Certified Classroom Teacher. (Common Standards)

Communication Standard: The effective fully certified teacher possesses advanced levels of communication skills. To meet this standard, the candidate should demonstrate that he or she:

1. uses appropriate and effective language to provide clear and concise explanations and directions
2. encourages effective oral and written language use
3. frames questions to encourage inquiry
4. uses relevant examples and illustrations
5. makes the goals of learning clear to students
6. communicates effectively with parents and educational personnel.

Instructional Practice Standard: The effective, fully certified teacher possesses advanced levels of instructional skills. To meet this standard, the candidate should demonstrate that he or she:

1. designs and delivers instruction to facilitate learning consistent with the needs and interests of students, while maintaining a sense of order and purpose in the classroom
2. designs long- and short-term goals for student learning based on an understanding of human growth and development and individual student needs and experiences
3. relates the various components of instruction with each other and with other fields of knowledge and, in particular, relates the field of human growth and development with student experiences and cultural background
4. uses instructional materials, including computer-based technology, appropriate to the subject matter and to the age, learning styles, developmental stage, special needs and social, racial and linguistic backgrounds of individual learners and the class as a group
5. teaches the use of written and spoken language, mathematics and academic skills as appropriate to the age, learning style and developmental stage of the learner and the subject matter to be learned
6. works effectively with families and community resources to enhance instructional practice
7. modifies curriculum and designs and implements alternative instructional strategies as necessary.

Evaluation Standard: The effective, fully certified teacher possesses advanced levels of evaluation skills. To meet this standard, the candidate should demonstrate that he or she:

1. uses evaluative procedures appropriate to the age, developmental stage, special needs and social, racial and linguistic backgrounds of his or her students and corrects for any ethnic, racial or sexual bias in evaluation techniques
2. interprets the results of evaluative procedures and uses these results to improve instruction both for the class as a whole and for individual students

3. identifies learners who may have problems in language and mathematics which inhibit learning, and then works toward remedying these problems
4. encourages students' assessment in evaluating their own learning and instruction
5. evaluates his or her own role, behavior and performance in the classroom
6. understands and interprets research as it applies to the instructional process.

Problem Solving Standard: The effective, fully certified teacher possesses advanced levels of problem-solving skills. To meet this standard, the candidate should demonstrate that he or she:

1. uses a variety of scientific inquiry methods (descriptive and experimental) to address difficulties and complexities of student learning and create effective learning environments
2. uses instructional methods, including computer-based technology, that foster students' creative and analytical thinking skills.

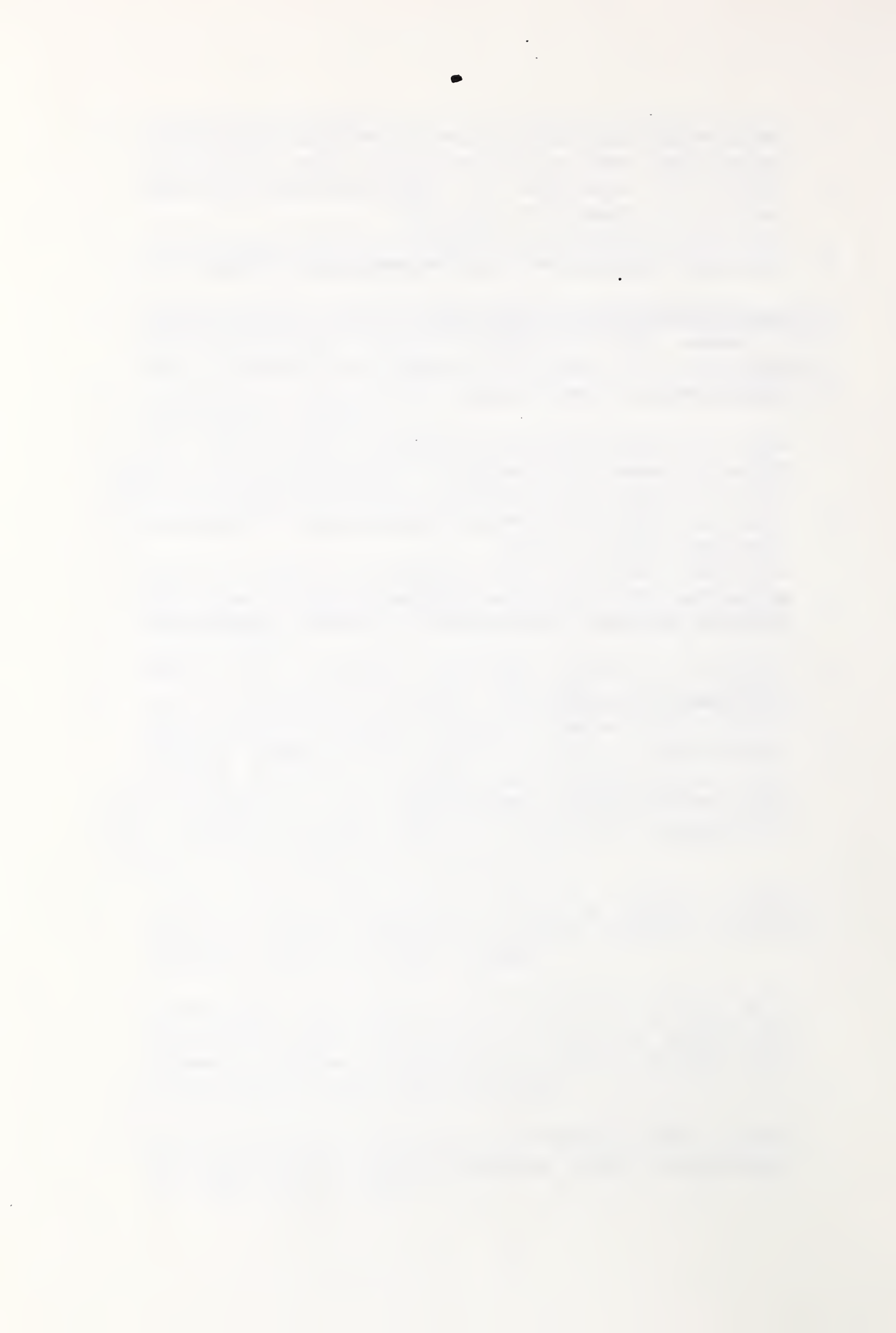
Equity Standard: The effective, fully certified teacher should have expertise in equity areas. To meet this standard, the candidate should demonstrate that he or she:

1. works toward effectively integrating special needs students, linguistic minorities and other minorities into the classroom and other school settings
2. understands the roles of the American school in a democratic and multicultural society, the relationship between cognitive development and ethical behavior, and current issues in the field of teaching
3. masters effective strategies in addressing racism, sexism and socioeconomic class differences within the classroom and other school settings

4. understands issues related to second language acquisition
5. defends and encourages the rights of students to equal treatment and freedom of expression
6. encourages development of self-esteem of all children.

Professional Standard: The effective, fully certified teacher must possess and demonstrate ongoing ability to promote professionalism. To meet this standard, the candidate should demonstrate that he or she:

1. acts in a responsible and collegial manner within and beyond his or her school setting
2. understands his or her role in creating and maintaining a democratic school climate
3. keeps informed of current professional literature and discusses issues and developments in the field of education
4. engages in research and other activities that promote professional growth
5. demonstrates an ability to use relevant support systems within and outside of the school in order to optimize resources for teaching and learning.



**PROPOSED REGULATIONS
FOR DEFINITION OF
A PRE-PRACTICUM**

603 CMR 7.02 (3) (10)

The present definition of a pre-practicum:

(10) Characteristics of a Pre-Practicum. Any course or other experience in a pre-practicum must be directly related to the appropriate standards in Section 7.04 of these regulations. In addition, at least three courses or the equivalent must include substantial field-based training related to the role covered by the certificate sought. These three courses must be completed before the practicum.

603 CMR 7.02 (3) (10) is hereby amended by inserting the following underlined words:

(10) Characteristics of a Pre-Practicum. Any course or other experience in a pre-practicum must be directly related to the appropriate provisional standards in Section 7.04 of these regulations. The pre-practicum field experience shall be a minimum of 75 clock hours including monitored field-based training related to the role covered by the certificate sought. The purpose of the field-based training is to provide, early in the candidate's program, acquaintance with school and classroom environments, and prepare the candidate for the practicum defined in CMR 7.02 (3) (11). Every effort should be made to provide candidates with experiences with a variety of students at the pre-practicum sites, including, but not limited to, special needs and students of different racial, linguistic, and socio-economic backgrounds.

603 CMR: Department of Education

PROPOSED REGULATIONS
FOR DEFINITION OF A PRACTICUM

603 CMR 7.02 (3) (11)

The present definition of a practicum:

(11) Characteristics of a Practicum. A practicum must be in the role and at the level of the certificate sought. Unless otherwise specified in these regulations, a practicum must be full-time for one semester, or half-time for two semesters, and include at least 300 clock hours at the practicum site(s). The candidate must take on clear instructional (or, if appropriate, counselling or administrative) responsibilities of the role for a substantial period. More than half of a practicum must be in one assignment. Only practicums for which academic credit is granted, and which are described as practicums in official publications of the college or university, will be accepted. Independent studies, seminars, and similar courses will not be accepted.

603 CMR 7.02 (3) (11) is hereby amended by inserting the following underlined words:

(11) Characteristics of a Practicum. A practicum must be in the role and at the level of the certificate sought. Unless otherwise specified in these regulations, a practicum must be earned at one site and on a daily continuous basis until hours earned include a minimum of 150 clock hours at the practicum site(s). The candidate must take on a minimum of 135 hours of direct instructional (or, if appropriate, counselling or administrative) responsibilities. The practicum assignments should reflect a variety of experiences, including, but not limited to, different racial, socio-economic, linguistic minority and special needs students who are integrated into regular classroom settings. Only practicums for which academic credit is granted, and which are described as practicums in official publications of the college or university, will be accepted. Independent studies, seminars and similar courses will not be accepted.

